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# **СЛУШАЙ И УЧИСЬ**

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Предназначено для студентов 3-го курса дневного отделения специальности 050303 Иностранный язык (английский). В пособии использованы аутентичные материалы. Рекомендуется для работы на уроках по обучению устной речи в рамках практического курса иностранного языка (английского).

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# **LISTEN AND LEARN**

Textbook

Yekaterinburg  
RSVPU  
2010

## Оглавление

Предисловие.....	8
<b>Раздел 1. Активные виды отдыха.....</b>	<b>9</b>
1.1. Дневная прогулка.....	9
1.2. Отпуск в Штатах.....	10
1.3. Различные взгляды на отдых.....	11
<b>Раздел 2. Кино.....</b>	<b>12</b>
2.1. Разговор о кино.....	12
2.2. Виды фильмов.....	13
2.3. Различные ситуации.....	13
2.4. Радиоинтервью с каскадером.....	14
2.5. Краткая информация о новых фильмах.....	15
<b>Раздел 3. Образование в Великобритании.....</b>	<b>16</b>
3.1. Средняя школа Аллен.....	16
3.2. Австралиец в Итоне.....	16
3.3. Летние курсы в колледже.....	18
3.4. Первый день.....	19
<b>Раздел 4. Воспитание детей.....</b>	<b>19</b>
4.1. Совет психолога.....	19
4.2. Карьера и дети.....	19
4.3. Обязанности приходящей няни.....	20
4.4. Очередность рождения.....	21
<b>Раздел 5. Живопись.....</b>	<b>22</b>
5.1. В гостях у художника.....	22
5.2. Картины в моем доме.....	23
5.3. Искусство.....	24
5.4. Доступное искусство.....	24
<b>Раздел 6. Чувства и эмоции.....</b>	<b>25</b>
6.1. Мнения об известном исполнителе.....	25
6.2. Сообщения на автоответчике.....	25
6.3. Разговоры.....	26
6.4. Сон.....	27
<b>Раздел 7. Люди и их характеры.....</b>	<b>28</b>
7.1. Кто такие англичане?.....	28
7.2. Истории о друзьях.....	29
7.3. Энн Джейкобсен.....	30

7.4. Стереотип.....	31
7.5. Жизнь за границей.....	31
<b>Раздел 8. Человек и природа.....</b>	<b>32</b>
8.1. Последствия экологического бедствия.....	32
8.2. Охрана живой природы.....	32
8.3. Мусор!.....	33
Заключение.....	34
Список литературы.....	35

## Contents

<b>Preface.....</b>	<b>8</b>
<b>Section 1. Changing patterns of leisure.....</b>	<b>9</b>
1.1. A day's outing.....	9
1.2. Holidays in the States.....	10
1.3. Different views on holidays.....	11
<b>Section 2. Man and the movies.....</b>	<b>12</b>
2.1. Talking about films.....	12
2.2. Types of films.....	13
2.3. Different situations.....	13
2.4. A radio interview with a stunt man.....	14
2.5. Short information about films.....	15
<b>Section 3. English schooling.....</b>	<b>16</b>
3.1. Allen High School.....	16
3.2. An Aussie at Eton.....	16
3.3. Summer courses at college.....	18
3.4. First day.....	19
<b>Section 4. Bringing up children.....</b>	<b>19</b>
4.1. Psychologist's advice .....	19
4.2. Career and children.....	19
4.3. Babysitting.....	20
4.4. Birth order.....	21
<b>Section 5. Painting.....</b>	<b>22</b>
5.1. At home with an artist .....	22
5.2. The pictures in my house.....	23
5.3. Art.....	24
5.4. Affordable art.....	24
<b>Section 6. Feelings and emotions.....</b>	<b>25</b>
6.1. Different views about a famous performer.....	25
6.2. Messages left on the answering machine.....	25
6.3. Talks.....	26
6.4. A dream.....	27
<b>Section 7. Talking about people.....</b>	<b>28</b>
7.1. What are people like in Great Britain?.....	28
7.2. Stories about friends.....	29
7.3. Anne Jacobsen.....	30

7.4. Stereotype.....	31
7.5. Living abroad.....	31
<b>Section 8. Man and nature.....</b>	<b>32</b>
8.1. Consequences of an environmental disaster.....	32
8.2. Wildlife conservation.....	32
8.3. Rubbish!.....	33
Conclusion.....	34
Sources.....	35

## Предисловие

Учебное пособие по аудированию может быть использовано студентами 3-го курса дневного отделения на занятиях по устной речи, а также для самостоятельного изучения с целью совершенствования умений восприятия и понимания англоязычной речи на слух.

В книге для студента изложен текст заданий по каждому из разделов. К пособию прилагается диск с записями текстов для аудирования. Тексты взяты из различных, в основном аутентичных, источников, носят различную функциональную направленность – беседы, интервью, сводки новостей, звонки по телефону и т.д. Это позволит студентам формировать комплексные и частные умения аудирования в различных сферах социальной жизни. Формирование данных умений – неотъемлемая часть лингвистической, социолингвистической, социальной и социокультурной компетенций, в целом составляющих коммуникативную компетенцию, являющуюся приоритетной задачей обучения языку в настоящее время.

Пособие состоит из восьми разделов, освещающих основные сферы общения, входящие в тематический план изучения на 3-м курсе: «Активные виды отдыха», «Кино», «Образование в Великобритании», «Воспитание детей», «Живопись», «Чувства и эмоции», «Люди и их характеры», «Человек и природа». Каждый раздел включает тексты монологического и диалогического характера, воспроизводящие повседневную разговорную речь. Тексты, отражающие особенности и приметы реальной повседневной жизни, создают дополнительную мотивацию студентов при изучении английского языка, поскольку легче запоминается то, что ближе в личностном плане.

К текстам каждого раздела прилагаются задания, направленные на формирование умений понимания общего смысла прослушанного, умения выделения запрашиваемой в задании информации, а также полного понимания прослушанного текста. Именно последняя разновидность умений является основной целью аудирования на 3-м курсе.



## Section 1

### CHANGING PATTERNS OF LEISURE

#### 1.1. A day's outing

1. Listen to the text and choose the right continuation of the sentence.

1) Len and Suzanne hadn't taken a map because:

- a) most mountain paths were clearly marked;
- b) Len knew the mountain paths well;
- c) there were no maps available.

2) Len and Suzanne did not take much food with them as:

- a) they hoped to buy some food at the village shop;
- b) they were keeping to a diet;
- c) they hoped to find a restaurant on their way.

3) The young people were very thirsty because:

- a) they had drunk their beer;
- b) the sun was hot;
- c) they had eaten their sandwiches.

4) When it started to rain they decided to carry on with their walk even though they:

- a) were a bit sleepy;
- b) were very tired;
- c) hadn't seen anyone all day.

5) They decided to abandon their walk and return to the village:

- a) when the storm broke out;
- b) as they hadn't seen another person all day;
- c) as they didn't know what time it was.

6) The two friends didn't sleep very well in the cave as they:

- a) were afraid of the dark;
- b) were wet and hungry;
- c) had violent stomach-ache.

2. Listen to the recording again focusing on the detail and get ready to answer the following questions.

- 1) How long had Len and Suzan planned to stay in the mountains?
- 2) Where did they find cold water when they felt thirsty?
- 3) How did the friends feel when it started to rain?
- 4) Why didn't they know what time it was?
- 5) What kind of shoes were they both wearing?
- 6) How far from the village was the cave?

## 1.2. Holiday in the States

1. Go over the vocabulary to clear up any difficulty.

Holiday of a lifetime – путешествие, которое бывает раз в жизни.

Cine camera – кинокамера.

Fabulous – удивительный, великолепный.

Hire a camper – взять напрокат палатку или дачу-прицеп.

Develop a film – проявить пленку.

Make a mess of smth – напортить, испортить.

Make one's way back – двигаться назад, вернуться обратно.

Out of – из-за, по причине.

Lose out – потерпеть неудачу, понести убытки.

2. Number the names of cities and places from the list in the order they are mentioned in the recording.

Grand Canyon	Disneyland
Golden Gate Bridge	San Francisco (2)
Lake Tahoe	Long Beach
Las Vegas	Los Angeles

3. Listen to the recording and answer the questions.

- 1) Where did Meg spend her recent holiday?
- 2) Did she enjoy her trip?
- 3) Did Meg travel alone?
- 4) What did she travel by?
- 5) Did she want to bring pictures back from her trip?
- 6) How long was she in the States?

4. Listen to the recording and choose the correct alternative to make the true statements.

- 1) They stayed in a hotel/lived in the camper for the first two nights they were in America.
- 2) It really was the right/wrong way to see America.
- 3) They had a couple of accidents/happenings during the trip.
- 4) They eventually found the car but/and it took little time/quite a time.
- 5) When they got back from the holiday they sent the film for developing/they developed the film themselves.
- 6) Meg's ambition was to cross the Golden Gate Bridge/to visit San Francisco.

5. Correct the statements according to the recording.

1) They hired a camper because they couldn't take the car around because of the hills.

2) Unfortunately they lost a camera out because the film broke down.

3) They didn't send their films away to be developed because a particular company made a mess of three of them.

4) The most special thing for Meg was visiting the Golden Gate Bridge, so they started off at San Francisco and then went up to Los Angeles.

6. Give the English equivalents for the following Russian sentences.

1) Спустя некоторое время мы в конце концов нашли машину.

2) Мы побывали на озере Тахо в Лас Вегасе, в Гранд Каньоне и вернулись обратно на Лонг Бич.

3) Какие еще происшествия случались во время Вашего отпуска?

4) К сожалению, из-за этого у нас пропал фильм.

5) – «Сколько всего времени Вы пробыли в Штатах?» – «Всего 14 дней».

6) Что из Вашего отпуска Вы бы отметили особо?

7. Follow-up activity. What's your idea of a holiday of a lifetime? Did you ever have any happenings when travelling on holiday?

### 1.3. Different views on holidays

You will hear 5 people talking about holidays. Put letters A-F into the table. Use the letters only once. There is one extra letter you do not need to use.

A. He likes to visit places that other tourists don't normally go to.

B. He prefers holidays that have been carefully planned.

C. He finds it difficult to communicate when he is abroad.

D. He likes holidays where he doesn't have to make many arrangements.

E. He prefers to spend his holidays doing something active.

F. He enjoys visiting places he knows something about.

Speaker	1	2	3	4	5
Statement					

## Section 2

### MAN AND THE MOVIES

#### 2.1. Talking about films

1. Listen to 5 people talking about films. Match each speaker with the way they prefer to see a film. You will only use five of the ways.

Speaker 1	A. TV
Speaker 2	B. video
Speaker 3	C. DVD
Speaker 4	D. outdoor cinema
Speaker 5	E. local (indoor) cinema
	F. multi-screen cinema

2. Listen again. For each speaker, circle the sentence which best describes what they are saying.

Speaker 1:

- a) The price must be cheap.
- b) The place must be right.
- c) The film must be good.

Speaker 2:

- a) We have to consider the time it takes.
- b) We have to consider how much choice we have.
- c) We have to consider the financial aspect.

Speaker 3:

- a) I don't mind what I watch.
- b) I don't mind where I watch.
- c) I don't mind how I watch it.

Speaker 4:

- a) Technology makes things quicker.
- b) Technology gives you more choice.
- c) Technology is becoming cheaper.

Speaker 5:

- a. The film must be good.
- b. Comfort is very important.
- c. I like the atmosphere.

## 2.2. Types of films

1. Listen to 5 people. They will each be talking about a film they have just seen. As you listen, circle the type of film each speaker is describing.

Speaker 1:

- a) comedy;
- b) science fiction.

Speaker 2:

- a) cartoon;
- b) western.

Speaker 3:

- a) crime film;
- b) romance.

Speaker 4:

- a) action film;
- b) comedy.

Speaker 5:

- a) horror film;
- b) thriller.

2. Listen again. Decide if the statements are true (T) or false (F).

1) Speaker 1 thought the script was weak	T/F
2) Speaker 2 was impressed with the effects	T/F
3) Speaker 3 really enjoyed the film	T/F
4) Speaker 4 had expected it to be better	T/F
5) Speaker 5 thought the ending was predictable	T/F

## 2.3. Different situations

You will hear people talking in eight different situations. For questions 1-8, choose the best answer A, B or C.

1) You hear a woman being interviewed on the radio. What role did she have in a recent film?

- A. an extra;
- B. a bit part;
- C. a main part.

2) You overhear a woman in a video store. What does she want?

- A. a film on video;
- B. a DVD;
- C. a blank video cassette.

- 3) You overhear this exchange in a film on TV. What does the man want the woman to do?
  - A. press a button;
  - B. pull a lever;
  - C. turn a dial.
- 4) You hear someone talking about a film. What kind of film is it?
  - A. a comedy;
  - B. a western;
  - C. a love story.
- 5) Listen to this person talking about a film they worked on. What was their job?
  - A. actor;
  - B. scriptwriter;
  - C. director.
- 6) You hear two people talking about a film. What is their relationship?
  - A. colleagues;
  - B. neighbours;
  - C. brothers.
- 7) Listen to this woman on TV talking about a man. Why is she talking about him?
  - A. She's going to interview him.
  - B. She knows him personally.
  - C. He's a well-known actor.
- 8) Listen to this director talking to an actor. How does she want him to do the scene?
  - A. exactly as before;
  - B. slightly differently;
  - C. very differently.

#### 2.4. A radio interview with a stunt man

You will hear a radio interview with a stunt man. For questions 1-10, complete the notes which summarize what the speaker says. You will need to write a word or a short phrase.

- 1) Actors don't always do all the \_\_\_\_\_ in a film.
- 2) Bill had to fight with \_\_\_\_\_ in his latest film.
- 3) Bill says that every job is \_\_\_\_\_.
- 4) Bill works for less than half the \_\_\_\_\_.
- 5) When Bill isn't working, he's with his \_\_\_\_\_.
- 6) \_\_\_\_\_ are not necessary to become a stunt man.
- 7) \_\_\_\_\_ are available for people thinking of doing stunt work.
- 8) Stunt men need to learn how to \_\_\_\_\_ properly.
- 9) Bill was a \_\_\_\_\_ before he became a stunt man.
- 10) The first film Bill worked on was about \_\_\_\_\_.

## 2.5. Short information about films

1. Listen to this radio presenter talking about films and match the words and phrases in list 1 to their meanings in list 2.

<b>List 1:</b> 1) round-up; 2) on general release; 3) selected cinemas; 4) adaptation; 5) sequel.	<b>List 2:</b> a) showing in some cinemas; b) different version; c) showing in most cinemas; d) follow-up; e) collection.
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2. Now complete sentences 1-5 using the words in list 1.

1) The film will be \_\_\_\_\_ from next week.

2) Here is a \_\_\_\_\_ of the latest films.

3) This film is a clever \_\_\_\_\_ of a popular stage play.

4) It is a disappointing \_\_\_\_\_ to the original film.

5) You may have some difficulty in getting to see this film as it is only showing at \_\_\_\_\_.

3. Listen again and fill in the gaps in the listings below using no more than three words each time.

Film listings

Title	Certificate	Release Date	Cinema	Story
Gone (1)	15	(2) _____	General release	A retired (3) _____ is forced to do one more job.
Toy story 2	U	16 May	(4) _____ _____ _____	Woody is kidnapped by a (5) _____
(6) _____ _____	(7) _____	16 May	(8) _____ _____ cinemas	A story of (9) _____ and revenge.
Up at the Villa	(10) _____	(11) _____ _____	Chichester cinema & selected cinemas	A triangular (12) _____ _____ _____

## Section 3 ENGLISH SCHOOLING

### 3.1. Allen High School

1. Listen to the conversation between Helen and Toshi about Allen High School in Britain and then answer the alternative questions below, choosing the right alternative.

1) Are there any course requirements left at Allen High School or are the students allowed to choose all their courses?

2) Does Helen see any advantages in this way of organizing the studies or is her attitude to it negative?

3) Does Toshi like everything about the idea of “free” subject choice or does he see some weak points in it?

4) Did Toshi and Helen find any point they could agree on or did they go on arguing?

2. Listen to the text again focusing on the arguments that each of the speakers provides. State which of the ideas given below coincide with Helen’s (H) and which with Toshi’s (T) remarks.

1) Students are more interested in studies if they choose their own courses. H/T

2) The students’ results are much better. H/T

3) Most students are likely to choose entertaining courses. H/T

4) Teenagers are able to realize the importance of education in life. H/T

5) A free choice of subjects will lead in the end to a drop in the educational level of the population. H/T

6) If there are no compulsory subjects students may never get to know new things. H/T

7) If students have to do courses which they hate the attitude to school becomes extremely negative. H/T

8) Being able to choose subjects helps students to grow up and adjust to the real world. H/T

### 3.2. An Aussie at Eton

1. Read the note about Eton.

The terminology used to distinguish various educational institutions in Britain is often confusing. *State or maintained* schools: schools financed by central or local government. *Private* schools: schools which are not government financed and which charge fees, also known as *independent* schools. The oldest and best known of these are called *public* schools, because they were originally financed by public subscription.



Eton is a *public* school.

Eton, founded in 1440, is probably the best known of Britain's private schools, which cater for about 3% of the population. Eton is a *boarding school* for boys only. Boys in public schools are usually addressed by their family names. Parents who wish to send their son to Eton must put his name on a waiting list at birth or even before.

2. Go over the words and word combinations from the recording to avoid any difficulty of understanding.

Bow tie – галстук бабочка.

Cap –приветствовать поднятием руки к головному убору.

Tail-coat – фрак.

Gown – мантия.

Come to terms with – согласиться с чем-либо.

Wear off – (зд.) исчезать, потеряться.

Novelty – новизна.

Fit smb for – готовить к чему-либо.

Aussie – австралиец, австралийка.

Blatant – крикливый, вульгарный.

Decent – приличный, подобающий.

Egalitarian – стремящийся к равноправию.

Ridiculous – смешной, нелепый.

Stripy=striped – полосатый.

Virtually – фактически, в сущности.

Weird – странный.

3. Listen to the interview with Charles Mason, a teacher from Eton, and answer the following questions.

- 1) Is the interview with Charles Mason the first interview with teachers?
- 2) Does Charles Mason come from Great Britain?
- 3) Is Charles Mason's attitude to the subject always serious?
- 4) Does Charles Mason always understand his pupils' language?
- 5) Is the fee the parents pay for their child very high at Eton?
- 6) Does Eton offer a greater amount of facilities than other schools?
- 7) Does Eton fit its pupils well for the real world outside?

4. Listen to the recording again and identify the topics touched upon in the interview.

- a) the meals the boys have at the canteen;
- b) the clothes they wear;
- c) the languages they study;

- d) the way they greet the teachers;
- e) the equipment they are offered;
- f) the teachers' clothes;
- g) the signs and language the boys use;
- h) the fee charged from the parents;
- i) the sort of education you can get there;
- j) the medical help you can get;
- k) the games the students learn to play.

5. Fill in the missing parts of the sentences with the intensifying adverbs from the box.

rather	incredibly	perfectly	really	mildly
virtually	fairly	necessarily	particularly	extremely

- 1) I found one or two things there \_\_\_\_\_ difficult to come to terms with.
- 2) These stripy trousers are \_\_\_\_\_ hot and uncomfortable to wear.
- 3) I just wear \_\_\_\_\_ normal clothes.
- 4) I just find it \_\_\_\_\_ weird and it's \_\_\_\_\_ entertaining for a couple of weeks.
- 5) If you've got parents paying \_\_\_\_\_ 6.000 pounds a year.
- 6) You're going to be able to afford a \_\_\_\_\_ decent set of equipment.
- 7) So it doesn't fit you \_\_\_\_\_, \_\_\_\_\_ well for the real world outside.
- 8) That was \_\_\_\_\_ interesting.

### 3.3. Summer courses at college

1. You will hear a teacher talking to a group of students who have just arrived at Westford College, UK, for an English summer course. Before you listen, read through the notes below. As you listen, complete the notes.

#### WESTFORD COLLEGE: ENGLISH SUMMER COURSE

- 1) Classes held from 9.15 to \_\_\_\_\_ Monday to Thursday.
  - 2) Self-Access Centre open till \_\_\_\_\_.
  - 3) For Internet PCs, book at \_\_\_\_\_.
  - 4) For London trip, reserve place before \_\_\_\_\_.
  - 5) Entrance to Food and Drink Festival is \_\_\_\_\_.
  - 6) Bring passport to get a student \_\_\_\_\_.
2. Can you find and correct the grammatical error in each sentence?
- 1) I'm sure you're going to have great time with us here at Westford College.
  - 2) You'll be in class every morning of during the week.
  - 3) It's important to make use with the Self-Access Centre.
  - 4) The trip's always very popular, as don't forget to sign up early!

### 3.4. First day

You are going to listen to part of a radio interview about starting at a new school. Listen and complete the sentences.

- 1) Jackie Haylett used to be \_\_\_\_\_.
- 2) She says the move to secondary school marks the beginning of the end of \_\_\_\_\_.
- 3) At secondary school, children have as many as \_\_\_\_\_ teachers.
- 4) It is important for parents to \_\_\_\_\_ and \_\_\_\_\_ their child at the end of each day.
- 5) However, parents should try not to \_\_\_\_\_.
- 6) Parents can help reduce a child's anxiety by establishing a \_\_\_\_\_.
- 7) Two checklists should be written if parents are \_\_\_\_\_ or \_\_\_\_\_.
- 8) Parents should encourage their children to \_\_\_\_\_ as possible.

## Section 4 BRINGING UP CHILDREN

### 4.1. Psychologist's advice

You are going to hear a psychologist giving advice to parents. Decide which five out of the ten pieces of advice are given in the recording.

- A. \_\_\_ Your decision should not only be based on your children's age.
- B. \_\_\_ Tell your children not to answer telephone calls.
- C. \_\_\_ Instruct your children to open the door only to people they know well.
- D. \_\_\_ Don't leave your children alone for more than three hours.
- E. \_\_\_ Teach your children to keep the house key in their schoolbag.
- F. \_\_\_ Don't allow your children to use the cooker.
- G. \_\_\_ Teach your children what to do in case of fire.
- H. \_\_\_ Ask a neighbour to keep an eye on what's going on.
- I. \_\_\_ Keep alcohol out of the reach of your children.
- J. \_\_\_ Don't stress your children by talking about possible dangers.

### 4.2. Career and children

You are going to hear four women talking about balancing a career with raising children. Match speakers A-D to statements 1-8. There is one statement you cannot match to any of the speakers.

- A. Tara Hastings.
- B. Janice Pepper.
- C. Linda Stern.
- D. Vanessa Carroll.

1) She doesn't miss the luxuries that working couples without children have.

2) She believes family is more important than having a career. \_\_\_\_\_

3) She planned her career so that having children would not affect it so much.

4) She thinks her partner should have given up his job to stay with the children so she could return to her career. \_\_\_\_\_

5) Her partner had to work longer hours when she gave up her job to be with their kids. \_\_\_\_\_

6) She accepted a lower salary so she could be in a better position at a smaller company. \_\_\_\_\_

7) She is raising her children on her own besides having a job. \_\_\_\_\_

8) She didn't want to be old when her children left high school. \_\_\_\_\_

### 4.3. Babysitting

Discuss the questions in your groups.

1. What qualities do you think are required to be a good babysitter?

2. Are you /Would you be a good babysitter? Why? Why not?

1. Listen to the recording about a babysitting agency and complete the sentences with one or two words.

1) The agency has been operating for nearly \_\_\_\_\_.

2) John and Barbara have always aimed to offer clients a \_\_\_\_\_.

3) Nearly a third of the agency's sitters have worked in the \_\_\_\_\_.

4) John helps Barbara do some of the \_\_\_\_\_.

5) John ensures that sitters do not have a \_\_\_\_\_.

6) Each class on the babysitting course lasts \_\_\_\_\_.

7) Participants practise nappy changing skills on a \_\_\_\_\_.

8) When learning how to deal with older children participants do a lot of \_\_\_\_\_.

9) On weekdays the hourly rate for a sitter is \_\_\_\_\_.

10) On each visit sitters take a \_\_\_\_\_ which they leave with the children.

2. Complete the sentences from the recording with a noun from the box.

occasion	references	ice	hand	care
books	touch	thought	doubt	

1) Help is at \_\_\_\_\_.

2) We haven't really given it much \_\_\_\_\_.

3) No \_\_\_\_\_ we'll be opening a bottle of champagne to mark the \_\_\_\_\_.

4) We take great \_\_\_\_\_ to ensure we have the right type of people working for us.

5) We even have a paediatric nurse on the \_\_\_\_\_.

- 6) I take up the \_\_\_\_\_ and I always do that by phone.
- 7) John gets in \_\_\_\_\_ with the CRB.
- 8) It helps to break the \_\_\_\_\_.

#### 4.4. Birth order

1. You are going to hear a conversation between three friends. They are talking about brothers and sisters, and how the order in which they are born, their “birth order”, helps to determine their personality. Listen to the conversation and choose the correct alternative to complete each sentence.

1) Rob read that many first-born children *are more intelligent than their siblings / copy their parents' behavior / spend too much time with their parents.*

2) In her late teens Christina was unhappy about *her parents' high expectations / her relationship with her brother / her choice of subject at university.*

3) Ann is not entirely convinced that *she is a very good artist / the article is based on fact / she fits the description in the article.*

4) Christina's brother developed *a career as an actor / accounting skills / strategies to attract attention.*

5) Ann says that her sister *is often ill / worries unnecessarily / is a light sleeper.*

6) Rob says he enjoys *receiving attention / helping to solve problems / having arguments.*

7) Birth order is thought to influence *people's chances of becoming famous / banking procedures / consumers' buying habits.*

2. Work in small groups. Discuss the following.

1) To what extent do you feel that birth order, or being an only child or a twin, has affected your personality?

2) How important do you think the following are in determining personality?

gender	genetics	sibling	relationships	astrology
the attitude and behavior of parents			life events	

3) Complete the sentences from the listening with a noun from the box.

nature	lack	types	sense	tendency	attitude	streak
--------	------	-------	-------	----------	----------	--------

a) First-borns are more likely to be hard-working, conscientious \_\_\_\_\_.

b) Their younger brothers and sisters have a more rebellious \_\_\_\_\_.

c) That accounts for that very bubbly, outgoing \_\_\_\_\_ of his.

d) Younger children have a more relaxed \_\_\_\_\_ to life.

e) She has a real \_\_\_\_\_ to fuss.

f) She suffers from a \_\_\_\_\_ of confidence.

g) Some first-borns develop a \_\_\_\_\_ of anxiety when a brother or sister is born.

## Section 5

### PAINTING

#### 5.1. At home with an artist

1. Read the biodata. Work with a partner and write some questions you would like to ask Joe Downing if you met him.

##### Joe Downing Menerbes

Joe Dudley Downing is a painter and sculptor who holds the distinction of being one of only three Americans ever to have had their work exhibited at the Louvre Museum in Paris.

Born in Kentucky, he grew up on a tobacco farm in the village of Horse Cave, but has lived in France since 1950, dividing his time between Paris and the southern village of Menerbes.

Picasso visited his first exhibition in Paris in 1968 and offered him advice. His work can now be found in the permanent collections of museums in France, Belgium, Luxembourg, Israel, Canada, Australia, and the United States of America.

2. These statements about Joe are *all* false. Listen to the first part of an interview with him and correct them.

##### Part 1. The early years

- 1) Joe wanted to be an artist from childhood.
- 2) He grew up surrounded by beautiful paintings.
- 3) He helped at home with the domestic chores, such as making quilts and shelling beans.
- 4) His mother showed no appreciation of beautiful things.
- 5) His childhood was idyllic until he had to go to war when he was 16.
- 6) He had his nineteenth birthday in Germany.
- 7) After the war he wanted to study optometry in Chicago.
- 8) As a country bumpkin he found it very difficult to be plunged into city life.
- 9) He says he would never have become an artist if he hadn't seen Georges Seurat's painting, *La Grande Jatte*.

##### Glossary

*Quilt* *s* = thick, hand-made bed covers.

*Country bumpkin* = a naïve and unsophisticated person from the countryside.

*Optometry* = the profession of looking at people's eyes and prescribing glasses for them. *Optometrist* is an American word – in British English, the word *optician* is used.

3. Before you listen to the second part of the interview, check that you understand the words in *italics*.

## **Part 2. On being a painter**

- 1) Has Joe always been an abstract painter? What was his development as an artist? In what way did he *follow his bent*?
- 2) How did he *keep the pot boiling* when he moved to Paris?
- 3) What does he mean when he talks about *a very strong thread, what the French call a 'fil conducteur'*, in his work?
- 4) What does he say is *fragile* for all artists?
- 5) What is the connection between *velvety-looking lasagna* and *green leather gardening gloves*? Tell Joe's ridiculous story in your own words.

### Glossary

*Abstract painter* = a painter who doesn't paint recognizable figures and scenes.

*Follow his bent* = follow what he was naturally good at.

*Keep the pot boiling* = here, make enough money to live.

4. Listen to the final part of the interview and answer the questions.

## **Part 3. On living in the South of France**

- 1) What does Joe believe happens anywhere there's sunshine, olives, and Roman tiles?
- 2) What do you learn about the village of Menerbes?
- 3) Why does Joe feel selfish and mean?
- 4) Who said: 'I'm tired of lugging you two around'? Why?
- 5) How did he discover his house in Menerbes?
- 6) Why was it so inexpensive? What was written on the shoebox?
- 7) In what way has Joe's life come full circle?
- 8) Does he have any regrets about his life?

### Glossary

*Landscape* = picture of, for example, a country scene.

*Still life* = painting of, for example, a vase of fruit.

*Collage* = a picture made by, for example, sticking lots of pieces of material together.

## **5.2. The pictures in my house**

1. Listen to Martyn talking about two pictures in his house, an abstract painting, and an engraving. Are these sentences true or false? Correct the false ones.
- 1) Martyn and his partner buy pictures even when they can't really afford them.
- 2) Walter Fusi uses other materials than paint.
- 3) The background of the painting is orange.
- 4) Walter Fusi uses lava on the painting Martyn describes.
- 5) Martyn saw the German artist's work in an exhibition in Trieste.
- 6) The engraving suggests the approach of death.

2. Complete the expressions that Martyn uses to describe the pictures. (The missing word or phrase is defined in *italics*.)

- 1) ... a house which is \_\_\_\_\_ paintings and drawings... (*full of*)
- 2) ... if we see a picture that immediately \_\_\_\_\_, ... (*appeals to our personal taste and values*)
- 3) I think that \_\_\_\_\_ one a year. (*can be calculated as*)
- 4) ... it's actually made of, erm, a \_\_\_\_\_ black sand... (*shiny*)
- 5) ... there's something very, very strong and \_\_\_\_\_ about these paintings, ... (*deeply thoughtful*)
- 6) ... there's a very, very strong sense of structure in the \_\_\_\_\_, ... (*arrangement of ideas*)
- 7) ... I \_\_\_\_\_ it with Julia's father... (*make a connection in my mind*)
- 8) ... it's a picture that \_\_\_\_\_ mortality, ... (*brings to mind*)
- 9) ... in a sense the \_\_\_\_\_ of life (*worth and uncertainty*)

### 5.3. Art

This month two British men, Pete and Mark, are talking about art. Listen to their conversation and answer these questions.

1. What does one of the speakers like about modern art?
2. What does the other speaker not like about modern art?

### 5.4. Affordable art

1. You are going to hear an interview with Will Ramsay, owner of Will's Art Warehouse, a London art gallery.

Listen to Part 1 of the interview and complete the sentences with one or two words.

- 1) Will's aim is to make art more \_\_\_\_\_ to the general public.
- 2) He wanted to remove the \_\_\_\_\_ from buying art.
- 3) He says his staff are \_\_\_\_\_.
- 4) Artworks at this gallery cost between \_\_\_\_\_ and three thousand pounds.
- 5) Will says an art gallery should be like a \_\_\_\_\_ in terms of the variety it offers.
- 6) His website address is www. \_\_\_\_\_ . com.
- 7) He says that art helps to improve the \_\_\_\_\_ in an organization.
- 8) Art Warehouse gift vouchers for employees can have the \_\_\_\_\_ printed on them.

2. In Part 2 Will talks about his Affordable Art Fairs. Listen and decide whether the following are true (T) or false (F).



- 1) The London Affordable Art Fair is restricted to UK art galleries.
- 2) The Fair includes an exhibition of work by recent art school entrants.
- 3) Children can create their own works of art at the fairs.
- 4) Most buyers at the fairs look upon art primarily as an investment.
- 5) One quarter of all visitors to the art fairs buys something.
- 6) Will says his previous career gave him some useful experience.

3. Listen to Part 3 in which Will offers tips to first-time buyers of art. Make notes on what he says about each of the items in the box.

guaranteed investment	artist's CVs	art fairs	auctions	prints
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## Section 6 FEELINGS AND EMOTIONS

### 6.1. Different views about a famous performer

Four people were asked about a famous performer. Listen to their responses. For each speaker, choose the adjective which best describes how they feel.

- |            |               |              |                  |
|------------|---------------|--------------|------------------|
| Speaker 1: | a) impressed; | b) shocked;  | c) bored.        |
| Speaker 2: | a) amused;    | b) annoyed;  | c) disappointed. |
| Speaker 3: | a) jealous;   | b) upset;    | c) excited.      |
| Speaker 4: | a) surprised; | b) grateful; | c) worried.      |

Listen again. Choose the sentence which best describes their attitude towards the famous person. There is one extra sentence you do not need to use.

Speaker 1	A. I don't think people give her a chance.
Speaker 2	B. I think anybody could have done the same .
Speaker 3	C. I understand now why people like her.
Speaker 4	D. I think she's helped other people.
	E. I don't like the way she's changed.

### 6.2. Messages left on the answering machine

1. Listen to the conversation between Lisa and her friend about the messages left on the answering machine. For each subject, circle how Lisa feels about it.

- 1) Lisa feels \_\_\_\_\_ about Greg not coming to the party:
- a) annoyed;
  - b) relieved;
  - c) anxious.

2. Lisa feels \_\_\_\_\_ Maria's trip to America:  
 a) excited about;  
 b) jealous of;  
 c) nervous about.
- 3) Lisa feels \_\_\_\_\_ the call from the hairdresser's:  
 a) upset by;  
 b) grateful for;  
 c) angry about.
- 4) Lisa feels \_\_\_\_\_ by Mark's phone call:  
 a) amused;  
 b) worried;  
 c) deceived.

2. Listen again and decide whether the following statements are true or false.

1) Lisa was pleased with the restaurant they went to.	T/F
2) Greg arrived late at Lisa's last party.	T/F
3) This is probably Maria's last chance to go to America.	T/F
4) Lisa told the hairdresser that the assistant was very rude.	T/F
5) Lisa is worried that she might be losing her memory.	T/F

### 6.3. Talks

You will hear people talking in eight different situations. For questions 1 – 8, choose the best answer, A, B or C.

- 1) You overhear this exchange in an office. How does the man feel?  
 A. relieved;  
 B. embarrassed;  
 C. disappointed.
- 2) You hear a woman talking about a party. What did she feel about the man she met?  
 A. He was helpful.  
 B. He was funny.  
 C. He was powerful.
- 3) Listen to this man talking to someone on the phone. Why is he calling?  
 A. to rearrange a meeting;  
 B. to cancel a meeting;  
 C. to report on a meeting.
- 4) You hear this woman talking on a radio show. Why did she call?  
 A. to request a song;  
 B. to enter a competition;  
 C. to give her opinion.

- 5) In a shop, you hear an assistant on the phone. How does she feel?
- A. annoyed with her manager;
  - B. upset with a customer;
  - C. worried about a delivery.
- 6) You overhear this conversation on a bus. What does the woman want her husband to do?
- A. mend the car;
  - B. clean the car;
  - C. sell the car.
- 7) You hear this man describing a book. What is his attitude towards it?
- A. It had a great effect on him.
  - B. It didn't teach him anything new.
  - C. It made him feel guilty.
- 8) Listen to this woman talking to her son. What does she want him to do?
- A. write a letter;
  - B. make a phone call;
  - C. visit someone.

#### 6.4. A dream

1. Listen to two people discussing a dream one of them has had. Decide which statements are true (T) and which are false (F).

1) The woman has had a dream which she can't forget.	T/F
2) In the dream there are people trying to take a parcel from her.	T/F
3) She drops the parcel when someone bumps into her.	T/F
4) She decides to sit down and open the parcel.	T/F
5) She is surprised to find the parcel contains a necklace.	T/F
6) A man comes up to her and asks for the necklace.	T/F
7) She does not want to give it to him.	T/F
8) He runs off with the necklace.	T/F
9) She feels a lot better when the necklace has gone.	T/F
10) She asks her friend to explain what the dream could mean.	T/F

2. Listen again to what the dream could mean and answer the questions by choosing the best answer (a, b or c).

- 1) In the dream the woman's responsibilities are represented by:
- a) the city street;
  - b) the people;
  - c) the parcel.

- 2) When the parcel falls to the ground she is:
- letting go of her responsibilities;
  - showing how tired she is;
  - saying she does not care any more.
- 3) The man who takes the necklace shows her that:
- she cannot trust everyone;
  - she has lost something important;
  - there are people who can help her.
- 4) It is important that the parcel contains a necklace because it:
- belonged to the man;
  - looks like a chain;
  - is very valuable.
- 5) The woman finds the dream useful because she now understands that she can:
- give up looking after people;
  - share her responsibilities with others;
  - look out for people who might hurt her.

## Section 7

### TALKING ABOUT PEOPLE

#### 7.1. What are people like in Great Britain?

1. Listen to the recording and mark the following statements as true (T) or false (F).

1) The conversation is between people coming from Great Britain.	T/F
2) Scotland and Wales have much in common.	T/F
3) The speakers do not agree with the national stereotypes they hear.	T/F
4) The Welsh speaker is living in London at present.	T/F
5) U-2 is a popular Irish dancing group.	T/F
6) The pop festivals in Ireland are more crowded than in England.	T/F

2. Listen to the recording and number the words in the box below in the order that you hear on the tape.

outgoing	famous	friendly
mean	self-conscious	great
talkative	love chatting	brilliant
hospitable	reserved	lazy
generous	tight with money	proud

3. Listen to the recording. Fill in the missing words in the sentences using the adjectives from the box above.

- 1) I don't think Welsh people are that \_\_\_\_\_ though.
  - 2) They are \_\_\_\_\_ of the Welsh language and often speak it in shops and with friends.
  - 3) What's \_\_\_\_\_ about Wales then apart from sheep and rugby?
  - 4) People in Ireland aren't as \_\_\_\_\_ about singing as they are in England.
4. Listen to the recording again focusing on the detail to answer the following questions:

- 1) How does the Scottish person prove that the people in Scotland are generous and hospitable?
- 2) Why do some people think the Welsh are unfriendly?
- 3) What is famous about Wales?
- 4) What did you get to know about Irish music traditions?

## 7.2. Stories about friends

1. Learn the meaning of the following idioms.

On and off – (зд.) приблизительно.

Look on the bright side of things – видеть во всем хорошее.

Have smb in stitches – заставить смеяться кого-либо.

2. Listen to four people describing their best friends and state who the speakers' friends are. Name them where it's possible.

	Boy-friend	Neighbour	Girl-friend	Old friend
Boy				
Girl				
Man				
Woman				

3. Look at the features the speakers admire their friends for and match the descriptions with the relevant speaker.

The girl	says	she is the kind of person who will always listen.
The boy		she is the kind of person I can always depend on.
The man		he is the kind of person who can understand other people.
The woman		he is the kind of person who never gets miserable.

4. Listen to the recording again and identify the following statements as false (F), true (T) or not clear (N). Comment on your choice.

1) The boy's friend never remembers his birthday.	T/F/N
2) The girl doesn't like miserable people.	T/F/N
3) The girl is always smiling and laughing.	T/F/N
4) The man's friend is always calm and quiet.	T/F/N
5) The man is single now.	T/F/N
6) The woman's friend always says what she thinks.	T/F/N
7) The woman lives alone.	T/F/N

### 7.3. Anne Jacobsen

1. Listen to the text and choose the right continuation of the statement.

- 1) Anne came to Great Britain:
  - a) to find a job;
  - b) to improve her English;
  - c) to study the British way of life.
- 2) Anne doesn't like British men because:
  - a) they are not as intelligent as Norwegian men;
  - b) they are not as polite as Norwegian men;
  - c) they are not dressed as stylishly as Norwegian men.
- 3) The thing Anne really doesn't like about Britain is:
  - a) the radio and television;
  - b) the everyday violence and crime;
  - c) the traffic jams.
- 4) Anne thinks British people are:
  - a) very unusual and eccentric;
  - b) friendly and helpful;
  - c) too proud of the royal family.
- 5) Anne doesn't like the clothes shops in Britain because:
  - a) they are too big for the customers;
  - b) there is not much variety in them;
  - c) they are much cheaper in Norway.

2. Fill in the gaps as in the recording.

- 1) Anne Jacobsen has lived in England for \_\_\_\_.
- 2) Cigarettes are \_\_\_\_ in Britain than in Norway.
- 3) Anne thinks British people pay high taxes to \_\_\_\_.
- 4) Anne's enjoyed her stay in Britain although it has been \_\_\_\_ what she imagined.
- 5) She came over here \_\_\_\_.

## 7.4. Stereotype

You're going to listen to someone talking about the stereotype of people from his country. Listen to the beginning of the conversation. Which nationality do you think he is talking about?

1. Before you listen to the rest of the conversation, think about the nationality. In pairs, underline words/phrases in the list you think are true about the nationality. Then listen and check.

Insecure	Efficient
Bossy	Well-educated
Hard-working	Ecology conscious
Have a good sense of humour	Eat and drink a lot
Look down on other nationalities	Hypochondriacs

2. Look at questions 1 – 6. In pairs, write down what you remember of the speaker's answers. Listen to the whole interview again for more detail.

- 1) What is the stereotype of people from your country?
- 2) How much of the stereotype is true?
- 3) What aspects aren't true?
- 4) Do you look up to any other nationalities?
- 5) What do you think are your strengths?
- 6) What do you think are your weaknesses?

## 7.5. Living abroad

1. Listen to British people talking about living abroad. Tick the speakers who think they will return to Britain.

2. Listen again and complete the chart.

Name	Where do they live?	What do they do?	How long have they lived there?	What is different from Britain?
Mike				
Cathy				
Susan				
Luke				

## **Section 8**

### **MAN AND NATURE**

#### **8.1. Consequences of an environmental disaster**

Listen to an account of an environmental disaster that happened in the 1980s. Choose the correct option(s) to complete each sentence 1 – 8. At least one of the options is always correct, and sometimes both options may be correct! Listen twice, and circle a, or b, or both (a and b).

1. Captain Hazelwood:

- a) commanded a ship named after an oil company and the port of Valdez, Alaska;
- b) owned an oil tanker called Exxon Valdez.

2) Late night on 24 March 1989, the captain:

- a) left his third officer in charge of the ship;
- b) returned to his cabin because he wanted to do some paperwork.

3) A little after midnight, the ship:

- a) arrived at a port called Bligh Reef;
- b) collided with some rocks in the water.

4) Fifty million litres of oil:

- a) spilt into the sea;
- b) was being transported by the Exxon Valdez.

5) The clean-up operation:

- a) was delayed by a storm that had damaged the rescue ship;
- b) started fifteen hours after the first report of the accident.

6) The oil spill from the Exxon Valdez:

- a) was cleaned up within the first two days after the disaster;
- b) caused millions of animals and fish to die.

7) The fact that 25% of the plankton in the sea was destroyed meant:

- a) that many animals and fish died because they had nothing to eat;
- b) that 4,800 square kilometers of sea was covered in oil.

8) The Exxon Valdez disaster:

- a) was one of the first huge oil spills in history;
- b) was the captain's fault.

#### **8.2. Wildlife conservation**

Listen to two people debating the following topic: «We worry too much about protecting wild animals and not enough about protecting people». Decide if the sentences are true (T) or false (F).



The wildlife journalist:

1) says TV documentaries don't influence people at all.	T/F
2) thinks these documentaries don't tell the whole story.	T/F
3) says that <i>Gorillas in the Mist</i> is about a woman who was killed by gorillas.	T/F
4) says that the woman conservationist was helping the animals and the people.	T/F
5) thinks we must solve local people's problems first.	T/F

The biologist:

6) says an ecosystem only involves the relationship between animals and plants.	T/F
7) gives two reasons for the destruction of our ecosystems.	T/F
8) doesn't think it is a serious problem when a species becomes extinct.	T/F
9) says that animals becoming extinct will cause world starvation.	T/F
10) agrees with the journalist about how to save the environment.	T/F

Who do you agree with? Do you think there are any other arguments for or against?

### 8.3. Rubbish!

1. You are going to hear part of a radio programme investigating a recycling initiative in the English county of Dorset. Listen and answer the questions.

- 1) What does the initiative consist of?
- 2) What is its principal objective?
- 3) What is said about the following?
  - a) organic matter;
  - b) a fishing boat;
  - c) flashy jewellery.

2. Listen again and decide whether each of these statements is true (T) or false (F). Correct the false ones.

- 1) The local Council runs the recycling centres.
- 2) Dorset recycles about a third of domestic rubbish.
- 3) The recycling centres produce compost on site.
- 4) Rubbish from small businesses is not accepted at the centres.
- 5) Employees at the centres do not have to pay for items they take home.
- 6) There are no restrictions on what they sell to the public.
- 7) Some of the jewellery Gerry takes home is quite valuable.
- 8) The two students have come to look for some chairs.

## **Заключение**

Аудирование является одним из самых важных и трудных аспектов при изучении иностранного языка. Это связано с отсутствием постоянной практики общения с носителями языка, отсутствием пособий, которые бы способствовали систематическому формированию комплексных умений аудирования на уровне, соответствующем уровню владения иностранным языком студентами 3-го курса дневного отделения Института лингвистики. Данное пособие в определенной степени позволяет решить указанную проблему.

Пособие направлено на решение таких конкретных учебных задач, как формирование умения прогнозирования, использование синонимов и антонимов и других способов перефразирования информации, расширение словарного запаса в рамках изучаемых тем, углубление знаний в области страноведения, в частности по таким темам, как «Образование в Великобритании», «Воспитание детей», «Живопись», «Человек и природа». Материалы пособия также позволяют развить умения и навыки аудирования с общим пониманием прослушанного, с извлечением запрашиваемой информации и с полным пониманием текста на слух. Ряд заданий содержат высказывания и вопросы, способствующие формированию и дальнейшему совершенствованию умения говорения, особенно неподготовленного монолога и диалога. Кроме того, задания пособия в основном выполняются в письменном виде, поэтому студенты совершенствуют умения письменной речи включая орфографические навыки.

Материалы пособия могут быть использованы как на аудиторных занятиях, так и самостоятельно, при подготовке к экзамену по устной речи.

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